LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU *PEER REVIEW*
KARYA ILMIAH : JURNAL IMIAH

Judul Artikel Ilmiah : Concentration Of Students' Learning Through Utilization of Quizlet Application on Learning Evaluation
Jumlah Penulis : 4
Status Pengusul : Penulis 2
Identitas Jurnal Ilmiah :

    a. Nama Jurnal : Advances in Social Science Research Journal
    b. Nomor ISSN : 2055-0286
    c. Vol. No. Bln. Thn : 8. 1. Januari. 2021
    d. Penerbit : Society for science and Education
    e. Jumlah Halaman : 10 Halaman

Kategori Publikasi Jurnal Imiah
(beri √ pada kategori yang tepat) :

- [ ] Jurnal Ilmiah Internasional Berputasi
- [✓] Jurnal Ilmiah Internasional
- [ ] Jurnal Ilmiah Nasional Terakreditasi
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I. Hasil Penilaian Validasi :

No	Aspek	Uraian/Komentar Penilaian
1	Indikasi Plagiasi	Tidak ditemukan adanya indikasi plagiat
2	Linieritas	Kajian pada artikel memaparkan tentang pemanfaatan media Quizlet pada proses pembelajaran. Kajian tersebut linier dengan bidang keilmuan peneliti

II. Hasil Penilaian Peer Review :

Komponen Yang Dinilai	Nilai Maksimal Jurnal Ilmiah (isi kolom yang sesuai)					Nilai Akhir Yang Diperoleh
	Internasional Bereputasi	Internasional	Nasional Terakreditasi	Nasional Tidak Terakreditasi	Nasional Terindex DOAJ dll.	
Kelengkapan dan kesesuaian unsur isi jurnal (10%)		1,5				1,4
Ruang lingkup dan kedalaman pembahasan (30%)		4,5				4,5
Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)		4,5				4,3
Kelengkapan unsur dan kualitas Penerbit (30%)		4,5				4,4
Total = (100%)		15				14,6
Kontribusi pengusul: (contoh: nilai akhir peer X Penulis Pertama = 18 X 60% = (nilai akhir yang diperoleh pengusul)						5,84

Komentar/ Ulasan *Peer Review* :

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Unsur-unsur yang dipaparkan pada artikel cukup lengkap dan sesuai kaidah-kaidah ilmiah.
Unsur-unsur tersebut antara lain abstrak, pendahuluan, metode, hasil dan pembahasan, kesimpulan dan saran, serta Referensi.
Unsur-unsur tersebut dipaparkan dengan lengkap, runtut, dan utuh.

Ruang lingkup dan kedalaman pembahasan	Ruang lingkup kajian artikel yakni penerapan media Quizlet pada proses pembelajaran untuk meningkatkan konsentrasi belajar siswa. Kajian tersebut cukup relevan dengan bidang keilmuan peneliti. Temuan pada penelitian dipaparkan dengan jelas, lengkap, runtut, dan utuh. Setiap kajian dipaparkan bersama kajian literatur yang relevan dan up to date.
Kecukupan dan kemutakhiran data/informasi dan metodologi	Data dan/atau informasi yang dipaparkan cukup lengkap. Data-data tersebut dipaparkan dengan jelas, lengkap, runtut, dan utuh. Metodologi yang digunakan sesuai dengan tipe penelitian.
Kelengkapan unsur dan kualitas Penerbit	Unsur-unsur yang dipaparkan pada artikel dipaparkan dengan jelas, lengkap, dan runtut. Setiap kajian didasarkan pada kajian literatur yang relevan dan up to date. Jurnal ini merupakan salah satu jurnal internasional yang diterbitkan dengan bahasa resmi PBB. Jurnal terbit secara berkala dan konsisten.

Penilai I

NIDN : 0311018101
Unit kerja : FKIP
Bidang Ilmu : Pendidikan Kimia
Jabatan Akademik (KUM) : Lektor (200)
Pendidikan Terakhir : S2

LEMBAR
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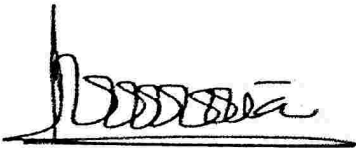- [ ] Jurnal Ilmiah Terindex di DOAJ/lainnya

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Komentar/ Ulasan *Peer Review* :

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Ruang lingkup dan kedalaman pembahasan	Ruang lingkup penelitian ini yakni penerapan media Quizlet pada proses pembelajaran. Ruang lingkup bahasan relevan dengan bidang keilmuan Peneliti. Temuan pada artikel dipaparkan dengan jelas, lengkap, runtut, dan utuh.
Kecukupan dan kemutakhiran data/informasi dan metodologi	Data dan informasi pada kategori cukup dan dipaparkan dengan utuh. Metodologi yang diterapkan sesuai dengan tipe penelitian.
Kelengkapan unsur dan kualitas Penerbit	Unsur-unsur yang dipaparkan lengkap dan dipaparkan dengan jelas, lengkap, runtut, dan utuh. Jurnal ini diterbitkan secara berkala dan konsisten.

Penilai I

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Concentration Of Student's Learning Through Utilization Of Quizlet Application On Learning Evaluation

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ABSTRACT

Concentration of student's learning is an important variable that can affect cognitive, affective, psychomotor, and students' scientific process skills. In efforts to improve the concentration of student's learning can be done by applying models, media, and learning strategies. In the study, interpretation and analysis of data increases the concentration of student learning by utilizing learning media based on the Quizlet application. Data of interpretation and analysis has showed that there was an increase in the concentration of student learning by using the Quizlet application in indicator of the attention gains value of 0.78 in the high category, an indicator of understanding with 0.77 in the high category, an indicator of activeness with 0.77 in the high category, accuracy indicators with 0.76 in the high category, and indicators of calm with 0.78 also in the high category. Thus, based on the interpretation of the values, it concludes that the application of Quizlet has the capability to improve the concentration of student's learning. The highest increase in learning concentration with the use of the Quizlet application as indicators of attention and calm gains value of 0.78 in the high category. On the contrary, the lowest increase in learning concentration with the use of the Quizlet application on accuracy indicators with a gain value of 0.76 in the high category. Based on the interpretation and analysis of the value of each indicator gain, it is concluded that the application of Quizlet can improve student learning concentration.

Keywords: Quizlet Application, Learning Evaluation, Students' Learning Concentration

INTRODUCTION

Learning concentration is a skill derives from student's behavior in the form of mastery, use, and assessment of basic attitudes and values, knowledge, and proficiency (Slameto, 2010). This skill is identical to the behavior of a student and can be observed through the changes. The concentration of learning is one of the variables that are important to control the learning process. Increasing concentrations of study affect cognitive, affective, psychomotor, and science process skills of students. Student's learning concentration can affect their understanding of the material, by which the students with high learning concentration find it easier to understand learning material (Aviana & Hidayah, 2015).

Concentration of learning is the same as student achievement, students with good learning concentration have an easier time understanding the material, which certainly has an impact on increasing their learning achievement (Murti, 2018). In addition, the student learning outcomes can be influenced by the concentration of study, students who have learned good concentration generally obtain good learning outcomes (Ningrum, 2019; Murniarti,E,2020). Therefore, it takes effort to increase the concentration of student learning so that the learning process can be effective, efficient, and meaningful.

Many efforts can actually be made to increase learning concentration, for example, such as the use of learning media, implementing appropriate learning models, and implementing appropriate learning strategies (Adinata, 2017). Purba (2019) states that evaluation of learning assisted by the quizziz application can increase student learning concentration. Learning with the Picture and Picture method can increase students' learning concentration (Haryadi, 2017). The use of KMS (Kartu Menuju Sejahtera) media based on group counseling can increase student learning concentration (Ikawati, 2016). Meanwhile, the brain gym strategy is effective in increasing student learning concentration (Nuryana & Purwanto, 2010).

In addition, integrated learning in arts such as crafts can increase student concentration in learning (Suhesty, et al., 2018). The application of Numbered Head Together (NHT) cooperative learning can increase student learning concentration (Mahampang, 2015). Meanwhile, implementing the discovery learning model can increase student learning concentration (Jamhal & Jusriana, 2015). Likewise, the implementation of problem-solving learning models, student learning concentration can be improved by giving the right problem (Thohir, 2013; Günter, T., & Alpat, S. K., 2017).

On the other hand, learning concentration can be influenced by several factors including the lecture time and classroom environment (Izzati, 2014; Lamba, et al., 2015), traffic and environmental noise (Halil, et al., 2015; Yusuf, et al., 2018), patterns in having breakfast for students (Akbar, 2015; Risda, 2019), social interaction (Nuraida, et al., 2014), incidence of insomnia (Olii, et al., 2018), learning motivation and the insufficient of learning equipments (Dores, et al., 2019). These factors can lower the concentration of students learning if not properly controlled. These inhibiting elements are factors that are difficult to control by the teacher, considering that most of these factors are internal factors of students and complex environmental factors. Application of learning media, learning models, and interactive learning strategies are expected to minimize the inhibiting factors and elevated concentrations stimulate student learning.

The application of interactive learning media and integrated internet of things can improve cognitive, affective, psychomotor aspects, and science process skills. The use of exe media can improve students' generic skills (Harefa & Suyanti, 2019). The use of the kahoot application in learning evaluation can increase student motivation (Purba, et al., 2019). Meanwhile, the application of Sway media integrated project-based learning models can improve student learning outcomes (Harefa, et al., 2019). Thus, integrated media of internet of things such as the Quizlet application can be applied to stimulate improvement in cognitive, affective, psychomotor aspects, and science process skills.

The Quizlet application is a simple application that can be used as a learning medium and can be accessed via a smartphone and is in the form of a game (Wolff, 2016). This application accommodates students for independent learning and accommodates visual, audio-visual, and kinesthetic learning styles (Sari, 2019). This media can contain a variety of information that students can use to support learning (Hikmah, 2019). This media can affect students' learning attitudes, with the application of Quizlet media students are open to the learning process (Cinar, 2018). In addition, student collaboration can be formed more optimally with the application of this media (Troussas, et al., 2017; Setyaningrum, et al., 2019). Meanwhile, the Quizlet application can improve student learning responses to vocabulary understanding (Cha, Y. (2020), with this increase the learning process is more interesting and the discussion process can be effective and meaningful (Sodin & Dirgantoro, 2019). In this study, the application Quizlet is applied in an effort to increase student learning concentration.

METHODS

This research was conducted at Abdi Siswa Bintaro Senior High School, Tangerang from October - December 2019. The research sample was X MIPA 1 students who were selected using purposive sampling technique. The evaluation of learning applied to the research sample was carried out using the Quizlet application on the basic legal material for chemical calculations. Through the utilization of the application, the concentration of student learning analyzed by the study design one group pre-post-nontest nontest design as shown in Table 1.

Table 1. Research Design

Pre-nontest	Treatment	Post-nontest
X_1	Q	X_2

Description:
X_1 = student's pre-nontest score
X_2 = student's post-nontest score
Q = Quizlet application

The research instrument is a questionnaire drafted with the option refers scale Linkert strongly agree, agree, disagree, and strongly disagree (Sugiyono, 2014). The research instrument consisted of 25 statements with a maximum score of 100 and a minimum score of 5. The statements were prepared referring to indicators of student learning concentration as in Table 2.

Table 2. Indicators of Student's Learning Concentration

No	Indicators	Questions' Number	Total of Questions
1.	Attention	3; 10; 11; 16; 24	5
2.	Comprehension	5; 7; 12; 20; 25	5
3.	Active	1; 6; 13; 19; 23	5
4.	Precision	2; 8; 14; 18; 21	5
5.	Calmness	4; 9; 15; 17; 22	5

The research sample was given one copy of the learning concentration questionnaire before and after using the Quizlet application with the stages as shown in Figure 1.
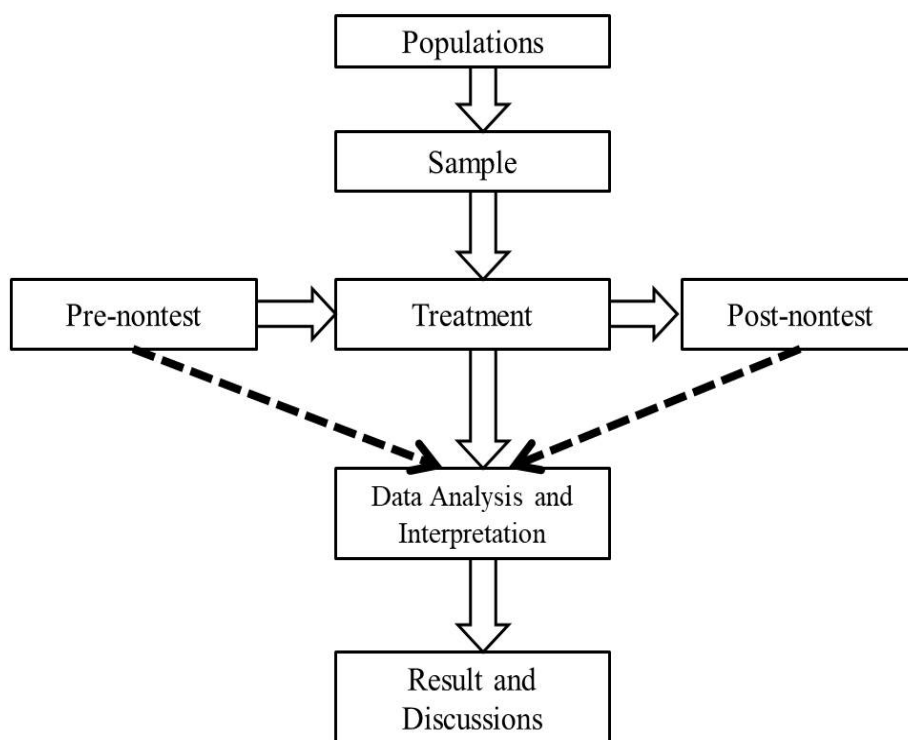
Figure 1. Research Procedure

The study began with the determination of the research sample, namely the X MIPA 1 students of SMA Abdi Siswa Bintaro, Tangerang with the purposive sampling technique method. Learning evaluation was carried out assisted by the Quizlet application with a research instrument in the form of a questionnaire consisting of 25 statements, where each statement was given a choice option, namely the strongly agree option was given a score of 4, the agree option was given a score of 3, the disagree option was given a score of 2, and the option strongly disagrees was given a score of 1. The research instrument data were analyzed, interpreted and discussed regarding the concentration of student learning. The increase in student learning concentration is interpreted by measuring the pre-nontest and post-nontest gain values with the provisions as in Table 3.

Table 3. Criteria of Gain Test Value Interpretation

Gain Value	Interpretation
0.71 – 1.00	High
0.31 – 0.70	Medium
0 – 0.30	Low

Based on the gain test value, the increase in student learning concentration is interpreted in the high, medium, and low categories.

RESULTS AND DISCUSSION

This research was conducted with the help of the Quizlet application, a research instrument in the form of a questionnaire consisting of 25 statements where each statement consists of 4 choice options. Questionnaires were given before and after the application of Quizlet to interpret and analyze student learning concentrations. The learning concentration questionnaire consists of five indicators, among others: attention; understanding; liveliness; accuracy; and serenity. The mean of the students' pre-nontest and post-nontest scores was shown in Table 4.

**Table 4. Average Pre-nontest and Post-nontest Student Learning Concentration**

	Pre-nontest	Post-nontest
N	32	32
Total	1243	2759
Mean	1,55	3,45

Based on Table 4 above, the average post-nontest score of student learning concentration was 3.45 (scale 4) higher than the pre-nontest score of 1.55 (scale 4). The data shows that there is an increase in the score of each indicator of learning concentration before and after the application of Quizlet, the comparison of the scores for each indicator of learning concentration before and after the application of Quizlet is shown in Figure 2.
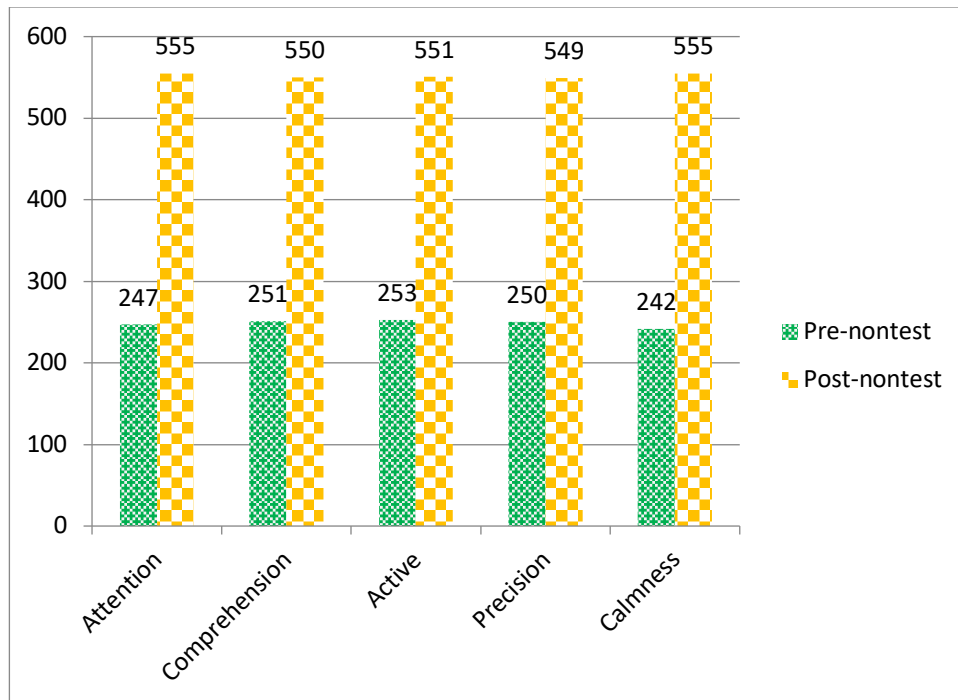
Figure 2. Comparison of Pre-nontest and Post-nontest Values for Students' Learning Concentration Indicators

Figure 2 shows that an increase in the concentration of student learning by applying Quizlet on evaluation. Indicators concentration of study that consists of attention, comprehension, liveliness, precision and calmness show that the value of post-nontest all indicators higher than the pre-nontest. This category can be interpreted by calculating the gain test value as shown in Figure 3.
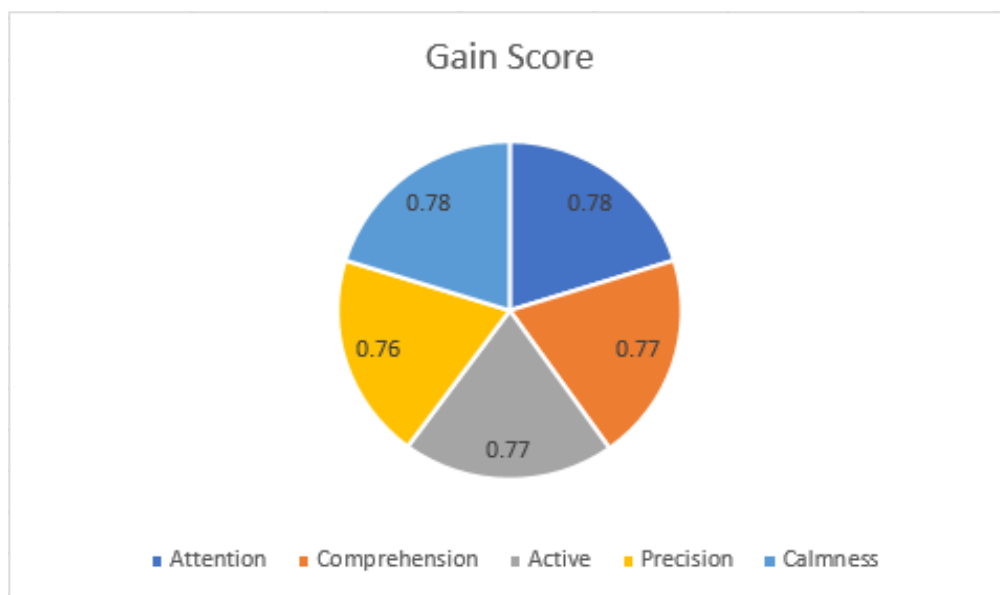
Table 3. Indicator of Student Learning's Concentration Gain Value

Figure 3 shows that there is an increase in student learning concentration with the use of the Quizlet application on the attention indicator with a gain value of 0.78 in the high category. The concentration of student learning in terms of understanding the indicator increased in the high category with a value gain of 0.77 with the utilization of Quizlet app. The concentration of student learning in terms of the activity indicators increased in the high category with a value gain of 0.77 with the utilization of Quizlet app. The concentration of student learning in terms of indicators of increased accuracy in the high category with a value gain of 0.76 with the utilization of Quizlet app. And, the concentration of student learning in terms of quietness indicator increased in the high category with a value gain of 0.78 with the utilization of Quizlet app.

The highest increase in learning concentration by using the Quizlet application on the indicators of attention and calmness with a gain value of 0.78 in the high category. Conversely, the lowest increase in learning concentration was done by using the Quizlet application on the accuracy indicator with a gain value of 0.76 in the high category. Based on the interpretation and analysis of the value of the gain of each indicator, it is concluded that the application Quizlet can improve students' concentration.

The Quizlet application is a simple application that can be used as a learning medium and can be accessed via a smartphone and is in the form of a game (Wolff, 2016). This application accommodates students for independent learning and accommodates visual, audio-visual, and kinesthetic learning styles (Sari, 2019). This media can contain a variety of information that students can use to support learning (Hikmah, 2019).

This media can affect students' learning attitudes, with the application of Quizlet media students are open to the learning process (Cinar, 2018). Furthermore, the cooperation of students can be formed more optimal implementation of this media (Troussas, et al., 2017; Setyaningrum, et al., 2019). Meanwhile, the Quizlet application can increase student learning responses, with this increase the learning process is more interesting and the discussion process can be effective and meaningful (Sodin & Dirgantoro, 2019). In the study, the application Quizlet can improve students' concentration.

Concentration is a skill learned in terms of the behavior of a student in the form of control, use, and assessment of the attitudes and values, knowledge and skills base (Slameto, 2010). This skill is identical to the behavior of a student and can be observed through the changes. The concentration of learning is one of the variables that is important to control in the learning process. Increasing concentrations of study affect cognitive, affective, psychomotor, and science process skills of students. The concentration can affect students' understanding of the material, students with high learning concentration more easily understand the teaching materials (Aviana & Hidayah, 2015). Learning concentration is directly proportional to student achievement, students with good learning concentration are easier to understand material that has an impact on increasing their learning achievement (Murti, 2018). In addition, the student learning outcomes can be influenced by the concentration of study, students who have learned good concentration generally obtain good learning outcomes (Ningrum, 2019).

CONCLUSION

The Quizlet application is an application that can be used to evaluate learning. The concentration of student learning is one of the important variables that must be evaluated. In this study, the interpretation and analysis of data on the improvement of student learning concentration were carried out using the Quizlet application. Interpretation and analysis of the data shows that there is an increase in the concentration of student learning with Quizlet application utilization in terms of indicators of attention to the value of the gain was 0.78 in the high category; increased concentration of student learning with Quizlet application utilization in terms of indicators of understanding with the gain of 0.77 at the high category; increased concentration of student learning with Quizlet application utilization in terms of indicators of activity of the gain value of 0.77 in the high category; increasing the concentration of student learning by using the Quizlet application in terms of accuracy indicators with a gain value of 0.76 in the high category; and an increase in the concentration of student learning with Quizlet application utilization in terms of indicators of tranquility with the gain was 0.78 in the high category. Thus, based on the interpretation of the value of the gain of each indicator, we conclude that the application Quizlet can improve students' concentration.

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